Start session with a polling question for participants: What kind of impact do you feel you have as a trainer? 1-no impact, 2 slight impact, 3 moderate impact, 4 high impact

1. What’s in it for me as a trainer?
2. **How many trainings were conducted/held last year? (Jennifer)**

For the 2023 Fiscal Year (July 1 2022 – June 30 2023)

* All total, there were 96,715 sessions conducted/created.
	+ 47,091 trainings were conducted by KY Credentialed Trainers.

**\*\*\*over half of all trainings conducted were by Credentialed Trainers**

* As of June 30, 2023 there were 715 KY Credentialed Trainers.
	+ 312 trainers conducted at least one training.
		- 269 trainers conducted face-to face trainings,
		- 65 with WBT
		- 51 from Independent Study
		- 101 with Webinars.

**\*\*\*44% of the currently active credentialed trainers have conducted at least one training.**

**56% of trainers are not active.**

1. **How many participants took training DCC approved and KY Credentialed Trainers? (Jennifer)**
* 27,990 unique individuals attending trainings. This includes DCC approved and by Credentialed Trainer
* **23,332** unique individuals attended trainings conducted by KY Credentialed Trainers

**\*\*\*83% of the participants trained, completed at least one training with a credentialed trainer.**

1. How many training hours were provided training DCC approved and KY Credentialed Trainers? (Jennifer)
* The total number of Hours Attended were 508,263.50 Hours

**\*\*This is big and you are to be commended. Annual hours are important but quality in the classroom is the major impact of your training.**

1. Due to these trainings, how many CDA’s and CCCC’s were obtained/renewed? (Angie)

**977 CCCC’s and CDA’s were active during this time frame.**

1. How many SA and IT trainings are there right now and how many are expected to be needed with the new digital badging? (Angie)

**176 Asynchronous trainings (F2F, Webinars) currently are counted towards an IT badge**

**202 Non F2F (web-based, independent study) for IT Badge**

**148 Asynchronous trainings for the School Age Youth Development**

**132 Non F2F (web-based, independent study) programs approved for School Age Youth**

 **While there are options currently availability for IT and SA badges, the need for more training will be based on what is being offered PER CORE CONTENT SUBJECT AREA.**

**Example: of the courses available for IT, the availability of content in certain core content areas is limited. Look at this chart. Notice that some CCSA’s have less availability.**

|  |  |  |
| --- | --- | --- |
| ccsaid | ccsa | F2F and Webinars |
| 1 | Child growth and development. | 79 |
| 2 | Health, safety, and nutrition. | 40 |
| 3 | Professional development/professionalism. | 3 |
| 4 | Learning environment and curriculum. | 83 |
| 5 | Child assessment. | 14 |
| 6 | Family and community partnerships. | 9 |
| 7 | Program management and evaluation. | 6 |

Questions 2-8 (we thought we’d have Angie discuss the digital badging questions)

1. What is digital badging?

 *A digital badge is an indicator of accomplishment or skill that can be displayed professionally to show achievement. Digital badges are portable, sharable, and stackable snapshots of targeted professional learning in the areas of Infant and Toddler and/or School Age content.*

1. How do trainers play into the digital badging? What is their role?

*The trainer role is critical to the successful completion of a digital badge. Candidates for a badge will be seeking training that meets hours in specific core content subject areas for training that is determined infant and toddler or school age eligible.*

*Trainers know their content better than TRIS and what they enter in the training details will be used to determine eligible content.*

1. So, for a trainer to get their training badge approved as Infant/ Toddler or School Age, what do they need to do? What is the protocol going to be?

**What is needed are fully written training descriptions and training objectives. The process for reviewing eligible content is based on keyword searches on title and description. If these details are sparse, they will not be included for the badge.**

**I cannot over-emphasize the importance of this information. Not just for digital badging but for other reporting requirements, credentials, and ALL STARS.**

1. Can you explain to us how college courses and/or conference sessions work within the digital badging process? Can you get a whole conference badge approved? How many hours can a conference give for badge approved courses? How is this decided?

**When a conference is pre-approved or entered by a trainer or training agency with credentialed trainers, a decision must be made on how to set-up the workshops. This could be entering an all day event as one training or listing all individual workshops. It has always been a recommendation from TRIS that each workshop be entered independently. The reason for this recommendation is to capture unique training details for each session that may be missed if ‘lumped into’ one session.**

**An example: A one day conference might be worth 7 clock hours of credit. The content could range from Abuse to Outdoor play. Some sessions might be IT or SA specific as well.**

**If this course was entered as one 7-hour session, the training would not be eligible for IT or SA badging consideration because all 7 hours were not specific to IT or specific to SA.**

**If all the training content of a conference was specific to IT or SA, but entered as one session, the max Core Content subject areas allowed would be 2. An example of this may be a KYOSA conference. Let’s say it was 3 days of school age content and there are 3 workshops per day for up to 20 hours of credit. If this conference was entered as one training with a date range of 3 days, the max hours applicable to a badge would 8 because there can only be two core content subject areas per training session.**

**If this training was entered as the 9 individual workshops, hours could be applied to 2 core content subject areas per workshop.**

1. So, if it’s important for a training description to be very accurate, what would that look like to get badge approved? (Show examples of a good training description I/T and S/A.)

**Safety in the Infant and Toddler Classroom**

*This course present practices and recommendations for preventing injuries and reducing unnecessary hazards in the indoor childcare setting. Participants will learn about various indoor health and safety risks, safe feeding and diapering practices, and the appropriate use of various equipment and materials in the early childhood environment. By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course: Identify safety and health risks in the infant/toddler setting; Identify basic safety practices with regard to handling and feeding infants; Identify choking hazards, including food and toy hazards; Define safe diapering practices; Demonstrate basic understanding of practices for avoiding SIDS; Identify hazards in the infant/toddler classroom setting, including clothing, cribs, highchairs, and play equipment; Define proper procedures sanitizing toys and other equipment; Identify objects or areas that require childproofing, such as electrical outlets and stairwells.*

**Physical Development in Toddlers**

*Toddlers are busy because their physical development enables them to fulfill their curiosity about the world around them! This online course will review key aspects of toddler physical development and you will see why the energy level of toddlers seems never-ending! Upon completion of this course, participants will be able to: List at least two milestones of typical toddler physical development, at ages 18-24 months and 24-36 months; Identify the importance of brain development and motor development experiences in advancing physical development in toddlers; and identify two other areas that influence physical development in toddlers, including toileting abilities.*

**Implementation and Follow-Up for Frog Street Curriculum: Infant and Toddler**

*Get the right start with this interactive, hands-on implementation course that will ensure your new, comprehensive Frog Street Infant/ Toddler Curriculum is being used with fidelity. We will review components to gain an understanding of how they are used for instructional purposes. Daily, intentional lesson sequences for social-emotional development using Conscious Discipline® strategies will be modeled. Teachers will review content area skills integrated into daily lessons representing all domains (Social Emotional, Cognitive, Language and Physical). Application of learning will be approached through group activities to model key lessons. Participants will: Gain curriculum implementation knowledge with opportunities for planning, age-appropriate activities by developmental domains, Understand and participate in the components of the instructional day, from Greeting Circle to Closing Circle, including strategies from Conscious Discipline, Incorporate and adapt Brain Smart Start® ways to start the day to strengthen social and emotional development, Learn how to differentiate instruction to increase achievement of learning goals with Frog Street’s research-based instructional strategies, components, and assessments, Learn how to incorporate online resources, including lesson planning, instructional resources and family engagement.*

**Click2Science: Asking Purposeful Questions**

*Out-of-school time leaders can have a unique impact on the science, technology, engineering, and math skills of school-age children. This lesson is part of the twenty Click2Science skills designed to help frontline staff facilitate STEM experiences. It features interactive experiences, handouts, and videos that will nurture the ability to ask purposeful questions, enhancing a child’s STEM learning. It includes both basic and “stretch” information about intentional questioning techniques. Objectives include: Itemize different kinds of questions and explain likely outcomes of each. Based on these outcomes, select intentional questions to enhance interactions and increase STEM thinking and learning. Analyze questioning patterns and compare them to those recommended for effective STEM facilitation. Create several questions that could be incorporated into current programming with school-age children to promote higher levels of inquiry and problem-solving.*

**Movement and Menus: Physical Activity and Nutrition for School Age Children**

*Physical activity and nutrition are important for the healthy development and growth of school age children. This online course will examine what the physical and nutritional needs of school age children are and how programs can support healthier options for school age children. Upon completion of this course, participants will be able to: Describe the characteristics of healthy physical activity and the importance of physical activity in school age and adolescent development; Describe the elements of proper nutrition and the important of proper nutrition in school age and adolescent development; and Relate the importance of physical activity and proper nutrition to various ways school age programs can provide support.*

1. How do trainers know what specific topics are needed in Infant/Toddler and School Age areas?

**The calendar is a useful tool to know where gaps in training may be happening. Keep in mind though, the calendar does not represent all training offered because many trainers do not utilize it for marketing. Some trainers only enter their sessions after the training has been completed.**

**Here is how you can use the calendar. As a search option, click on training type of Infant/Toddler or School age. Then you can continue to narrow down results by looking per core content code.**

**Example: I chose IT and Program Management and there are only 3 results on the calendar. That would indicate an area of need for training content.**

1. What do you think will have the biggest impact on digital badging? What do you think will be the biggest challenges for trainers and digital badging?
* How training is entered. If the details are vague, the training will not count.
* If folks start to search for training to accomplish a badge, only those training with enough detail will be selected for participation.
* If a training is marketed as meeting badge requirements but is not entered to meet TRIS requirements for determining badge eligibility, participants will become frustrated and confused. Especially if they miss out on limited monetary incentives.
* My hope is this badge is another step in changing the perspective of training as only for meeting licensing hours. Early childhood professionals should reflect on their individual impact and how they can continue to grow personally and those they serve. is reflected on an individual’s professional development portfolio.
1. Why should trainers use the calendar? (Jennifer)
* **Marketing your training**
* **Seeing what type of content is out there already**
1. When should they not post trainings to the calendar? (Jennifer)
* Trainings should be date specific and not posted for an indefinite amount of time. In other words, if you offer a face to face training but are flexible on when it can be trained do not include a date range for a 2 hour training that spans multiple months/years just to have it show on the calendar for potential trainees to register.
1. How can they put training on the calendar? (Jennifer)

If you want to post on the calendar, when you create a training session, within the Training Detail page, you have the option to post it on the calendar.



Change No to Yes and complete the fields below (your name/agency, email, phone number and web address if applicable)

If you do not wish to post, these fields are left blank.